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BOOK REVIEWS

The Auxiliary Schools of Germany. Six lectures by B. MAENNEL, Rector of the Mittelschule in Halle a. d. Saale. Translated by FLETCHER BASCOM DRESSLAR, Associate Professor of the Science and Art of Teaching in the University of California. Department of the Interior, Bulletin No. 3, 1907. Pp. 137.

This is a timely publication of the history of a movement now some fifty years old in Germany which has for its aim the solution of the problem of the education of backward or defective children. At a time when in the United States the consideration of this problem is being attacked with seriousness, the experience of Germany will be welcomed by all who desire either for scientific or practical reasons to know what have been the results of this half-century of effort.

The lectures of Rector Maennel are replete with information of the sort one requires in order to form an idea of just what the procedure of such schools is. This feature is worthy of special emphasis and renders the publication especially valuable for reference. Following an interesting historical sketch of the movement in Germany and elsewhere throughout Europe and in America, there are chapters on reasons for the establishment of auxiliary schools, admission procedure, the parents and the whole environment of auxiliary school pupils before and during the school period, health conditions of auxiliary school pupils, the pupils of the auxiliary school and their characterization, the building for the auxiliary school, classification of pupils in an auxiliary school and the number in each class, the daily programme, the curriculum, methods of instruction, discipline in the auxiliary school, preparation of auxiliary school pupils for confirmation, the community and the state in their relations to the auxiliary school, the teachers and the principal of the auxiliary school, the pedagogical significance of the auxiliary school. The bureau of education has done the teachers of this country a service by making this material available.

W. B. O.

Linguistic Development and Education. By M. V. O'SHEA. New York: The MacMillan Company, 1907. Pp. 346. \$1.25.

The relatively large part assigned to instruction in language, both the vernacular and foreign, in our elementary and secondary schools, seems to warrant the attempt to put that instruction on the best attainable scientific basis. This basis the book under review aims to set forth. As the author states in his preface, the field is a large one and in attempting to cover it one would of necessity be restricted to the exposition of principles, with the use of just enough concrete material to serve as illustration. The author further states that the book owes its origin to his own desire to work out these principles in

the course of observing the linguistic development of his own children and of their mates. The author has used the researches of other workers in the field with full bibliographical references, so that the result is a fairly comprehensive survey of the course and scope of investigation up to date.

It is not unfair, perhaps, to say that the chief value of the book lies in the organization of material scattered about in special articles and separate treatises, so as to present a comprehensive view of the whole process of linguistic development, rather than in the new facts reported, or new theories propounded. To have made this body of opinion accessible in the form of an outline of theory is to have performed a worthy service to education.

There are thirteen chapters in the book of 347 pages. There is a general bibliography in addition to the foot-notes and a subject index. In the thirteen chapters two general phases of the subject are treated, non-reflective processes in linguistic development (Part I), and reflective processes in linguistic development (Part II). Under the first heading, there is the discussion of pre-linguistic expression; early re-action upon conventional language; parts of speech in linguistic activity; inflection, agreement and word-order; development of meanings. Under the second are treated acquisition of word-ideas in reading, acquisition of graphic word-ideas, development of meaning for word-ideas in reading, development of efficiency in oral expression, processes in graphic expression, development of efficiency in composition, acquisition of a foreign tongue.

W. B. O.

The Welfare of Children: A Reading List on the Care of Dependent Children. By the BROOKLYN, N. Y., PUBLIC LIBRARY. Pamphlet, pp. 44.

The Welfare of Children is a most excellent reading-list which includes both books and magazine articles. It is compiled by Miss Mary F. Lindholm of the Brooklyn Public Library staff, and is published by the Public Library. The annotations are brief and the references are classified under the following headings: I, Bibliographies; II, General Sources of Information; III, Factors Tending to Produce Juvenile Delinquency and Dependence; IV, Methods of Prevention and Reform of Juvenile Delinquents.

IRENE WARREN

SCHOOL OF EDUCATION

The Kindergarten in American Education. By NINA C. VANDEWALKER. New York: Macmillan, 1908. Pp. 274. \$1.25.

There is a relation between American education and the kindergarten which is very intimate. One may have heard of the lack of interest in Froebel on the part of the Germans, yet he is unprepared to find how thoroughly many German educators still leave him out of account. A prominent schoolman was fairly shocked at the space and prominence given to Froebel by Professor Monroe in his textbook in the *History of Education*, and said to me, "I cannot understand you Americans. With us in Germany Froebel is an old woman." There is another side to this matter but that is found in those who are most alive to the new movements. But in the America of the last fifty years and the kindergarten there are common elements which may well make